

# Child Assets Scale

(A Global Health domain Scale)

Child \_\_\_\_\_  
School \_\_\_\_\_

Age \_\_\_\_\_  
Date \_\_\_\_\_

## *Child supports for Regulatory Function*

\_\_\_\_\_ Biophysical Integrity reflects the balance of such factors as genetic endowment, temperament features (activity levels, positive emotionality and sociability), constitutional sensitivities, and sensory-motor abilities. Medical, neurological as well as sleep-wake patterns, growth, and nutritional factors also affect integrity.

\_\_\_\_\_ Functional Physical State modulates and controls energy, stamina, arousal, mood attention, and impulse.

## *Developmental and Identity Functions*

\_\_\_\_\_ Information Processing mediates verbal and non-verbal intelligence, perception, language, sequential and simultaneous learning, generalization, and appreciation of time, space and context.

\_\_\_\_\_ Functional Identity Development is impacted by beliefs, expectations, attributions, and behavioral and explanatory styles.

\_\_\_\_\_ Attachment bonding produces child-parent goodness of fit physical-emotional connection, nurturance, mutual responsiveness, protection support, guidance and safety.

\_\_\_\_\_ Functional-Emotional Growth generates action tendencies and motivation around meeting sufficient basic needs. The growth includes security, self-soothing, trust acceptance of self and other, curiosity, and pleasure in living. It also maintains continuity in a sense of goodness, self worth and esteem, spontaneity, shared power. "ability to do", and of caring for others.

## *Family*

\_\_\_\_\_ Care-giving Resources, such as food, shelter transportation, telephone, income, insurance, medical-dental care, education, employment and leisure activities are available.

\_\_\_\_\_ Functional Family is promoted by a healthy parent and supportive partner with alignment and cohesive boundaries, roles and rules, disciplinary skill, flexible coping, problem-solving, helpful communication, sibling and other relation-building, balance between dependence and independence, and appropriate relation to time, attention, routines, rituals and transitions.

## *Community/School/Friendship Resources*

\_\_\_\_\_ Collaboration with empathic outside resources is available to individually and comprehensively address eco-socio-political equity. Religion-cultural empowerment is respected and valued. Resources such as health, recreational opportunities and respite are also available to link extended family, peers, friends, mentors and other supports.

\_\_\_\_\_ Functional School Plan (or daycare plan for preschoolers) linking family and community with a supportive adult, expectations with unique opportunities that foster achievement, and meeting such basic needs as comfort, esteem, attendance, personal health, and development.

**Sum** \_\_\_\_\_